



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11751432
SAU: Westbrook School Department
School: Congin School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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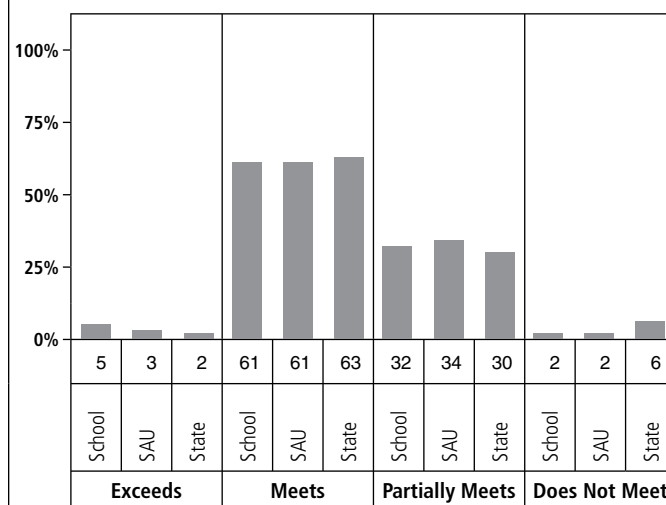
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Congin School

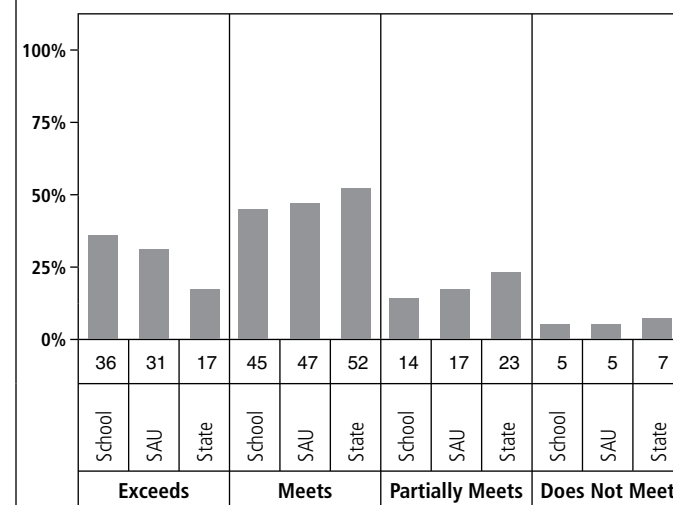
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	347	346	345
2007–2008	345	345	344
2008–2009	347	346	345
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	349	349	347
2007–2008	350	350	347
2008–2009	354	352	348
Cum. Avg.*	351	350	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Congin School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	104	100	176	100	13763	100	104	100	176	100	13691	100	104	100	176	100	13691	100						
Ethnicity African American/Black	4	4	10	6	416	3	4	100	10	100	412	99	4	100	10	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	3	3	7	4	232	2	3	100	7	100	226	97	3	100	7	100	227	98						
Hispanic	2	2	2	1	167	1	2	100	2	100	164	98	2	100	2	100	164	98						
Caucasian/White	95	91	157	89	12846	93	95	100	157	100	12788	100	95	100	157	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	20	19	28	16	2414	18	20	100	28	100	2388	100	20	100	28	100	2388	100						
Current LEP	3	3	8	5	420	3	3	100	8	100	413	98	3	100	8	100	417	99						
Economically disadvantaged	49	47	92	52	5887	43	49	100	92	100	5847	100	49	100	92	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	82	79	140	80	10316	75	82	79	140	80	10355	75						
Identified disability (PET/IEP)	3	4	4	3	437	4	3	4	4	3	445	4						
LEP	1	1	1	1	192	2	1	1	1	1	193	2						
504 plan	1	1	1	1	83	1	1	1	1	1	83	1						
Participation with accommodations	18	17	32	18	3179	23	18	17	32	18	3152	23						
Identified disability (PET/IEP)	13	72	20	63	1757	55	13	72	20	63	1759	56						
LEP	2	11	7	22	214	7	2	11	7	22	219	7						
504 plan	2	11	2	6	63	2	2	11	2	6	64	2						
Other	1	6	3	9	1192	37	1	6	3	9	1157	37						
Participation through alternate assessment (PAAP)	4	4	4	2	194	1	4	4	4	2	184	1						
Identified disability (PET/IEP)	4	100	4	100	194	100	4	100	4	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Congin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	3	3	4	2	332	2
	2007-2008	2	2	4	2	227	2
	2008-2009	5	5	5	3	262	2
	Cum. Total*	10	3	13	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	82	72	131	70	8691	63
	2007-2008	62	62	100	61	8403	62
	2008-2009	61	61	105	61	8500	63
	Cum. Total*	205	65	336	64	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	24	21	44	24	3781	27
	2007-2008	32	32	53	33	4018	30
	2008-2009	32	32	58	34	3985	30
	Cum. Total*	88	28	155	30	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	5	4	8	4	1021	7
	2007-2008	4	4	6	4	938	7
	2008-2009	2	2	4	2	748	6
	Cum. Total*	11	4	18	3	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.7	64.6	29.0	63.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.7	64.7	20.2	63.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	9.0	64.3	8.8	62.9	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Westbrook School Department
 School: Congin School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	100	5	5	61	61	32	32	2	2	347	172	3	61	34	2	346	13495	2	63	30	6	345
Ethnicity																						
African American/Black	4										10	0	30	70	0	339	402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	2										6	0	17	83	0	343	222	4	63	25	8	345
Hispanic	2										2						162	0	51	38	10	342
Caucasian/White	92	5	5	59	64	26	28	2	2	347	154	3	66	29	3	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	8	50	6	38	2	13	342	24	0	46	46	8	342	2194	0	32	50	18	338
No	84	5	6	53	63	26	31	0	0	348	148	3	64	32	1	346	11301	2	69	26	3	346
Current LEP																						
Yes	3										8	0	13	88	0	340	406	0	39	41	20	339
No	97	5	5	61	63	29	30	2	2	347	164	3	63	31	2	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	46	1	2	23	50	21	46	1	2	344	89	1	51	46	2	344	5721	1	52	39	9	342
No	54	4	7	38	70	11	20	1	2	349	83	5	72	20	2	348	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	100	5	5	61	61	32	32	2	2	347	172	3	61	34	2	346	13489	2	63	30	6	345
Gender																						
Female	45	3	7	25	56	15	33	2	4	347	85	4	59	34	4	346	6568	3	67	26	4	346
Male	55	2	4	36	65	17	31	0	0	346	87	2	63	33	1	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	5	25	15	75	0	0	339	39	0	26	72	3	339	2300	0	39	49	11	340
No	80	5	6	56	70	17	21	2	3	349	133	4	71	23	2	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	5	1	20	3	60	1	20	0	0	355	8	13	75	13	0	355	155	11	87	2	0	354
No	95	4	4	58	61	31	33	2	2	346	164	2	60	35	2	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Congin School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 83 9 4	0 5 0 0	0 6 0 0	1 55 3 0	25 68 33 0	2 20 6 4	50 25 67 100	1 1 0 0	25 1 0 0	339 348 342 336	4 86 8 2	0 4 0 0	17 65 43 0	67 29 57 100	17 2 0 0	338 346 343 336	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	49 36 12 3	3 2 0 0	6 6 0 0	34 17 7 1	71 49 58 33	11 14 5 2	23 40 42 67	0 2 0 0	0 6 0 0	348 346 344 341	49 39 9 2	4 3 0 0	70 55 47 25	27 37 53 50	0 5 0 25	347 345 342 336	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	39 44 11 6	2 3 0 0	5 7 0 0	25 26 5 3	66 60 45 50	11 12 6 3	29 28 55 50	0 2 0 0	0 5 0 0	348 347 342 343	35 45 14 5	3 4 0 0	69 57 50 56	27 36 42 44	0 3 8 0	348 346 341 343	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	22 65 12	1 4 0	5 6 0	10 41 8	45 64 67	11 17 4	50 27 33	0 2 0	0 3 0	344 348 347	18 68 14	3 4 0	47 65 57	47 29 43	3 3 0	343 346 344	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	17 55 28	0 2 3	0 4 11	4 38 17	25 72 63	10 13 7	63 25 26	2 0 0	13 0 0	338 348 350	20 54 26	0 2 7	30 74 60	58 24 33	12 0 0	338 347 348	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 46 20 16	0 4 1 0	0 9 5 0	12 26 12 10	71 58 60 63	5 13 7 6	29 29 35 38	0 2 0 0	0 4 0 0	346 348 345 345	16 47 21 16	0 5 3 0	63 62 60 54	37 29 37 42	0 4 0 4	346 347 345 342	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	21 18 61	0 0 5	0 0 8	9 8 42	45 47 71	11 7 12	55 41 20	0 2 0	0 12 0	341 344 350	27 16 57	0 0 5	50 50 70	48 42 24	2 8 1	342 343 348	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
Optional school/SAU question A. B. C. D.	25 25 50 0	0 0 0 0	0 0 0 0	0 1 1 1	0 100 50 50	1 0 1 1	100 0 50 50	0 0 0 0	0 0 0 0	338 358 343 343	40 20 40 0	0 0 0 0	0 100 50 50	100 0 50 50	0 0 0 0	339 358 343 343						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Congin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	15	13	30	16	1985	14
	2007-2008	20	20	34	21	2277	17
	2008-2009	36	36	54	31	2328	17
	Cum. Total*	71	23	118	22	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	72	63	110	58	6990	51
	2007-2008	54	53	88	54	6764	50
	2008-2009	45	45	80	47	7045	52
	Cum. Total*	171	54	278	53	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	19	17	34	18	3673	27
	2007-2008	22	22	33	20	3504	26
	2008-2009	14	14	29	17	3137	23
	Cum. Total*	55	17	96	18	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	8	7	15	8	1193	9
	2007-2008	5	5	9	5	1044	8
	2008-2009	5	5	9	5	997	7
	Cum. Total*	18	6	33	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	34.7	72.3	34.0	70.8	31.5	65.6
A. Number	20	42	14.1	70.5	13.9	69.5	12.8	64.0
B. Data	8	17	6.4	80.0	6.3	78.8	6.1	76.3
C. Geometry	8	17	6.1	76.3	5.9	73.8	5.5	68.8
D. Algebra	12	25	8.1	67.5	7.9	65.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Westbrook School Department
 School: Congin School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	100	36	36	45	45	14	14	5	5	354	172	31	47	17	5	352	13507	17	52	23	7	348
Ethnicity																						
African American/Black	4										10	0	20	70	10	336	407	7	37	32	24	338
American Indian or Native Alaskan	0										0					99	7	47	38	7	344	
Asian or Pacific Islander	2										6	33	17	50	0	350	223	25	45	24	7	350
Hispanic	2										2					162	6	44	35	15	341	
Caucasian/White	92	35	38	45	49	9	10	3	3	356	154	34	50	12	5	354	12616	18	53	23	7	348
Not Reported	0										0					0						
Identified disability																						
Yes	16	4	25	7	44	4	25	1	6	349	24	17	42	29	13	345	2204	6	36	36	22	338
No	84	32	38	38	45	10	12	4	5	355	148	34	47	15	4	354	11303	19	55	21	4	350
Current LEP																						
Yes	3										8	0	38	63	0	341	412	7	37	35	21	339
No	97	36	37	45	46	11	11	5	5	354	164	33	47	15	5	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	46	9	20	24	52	9	20	4	9	349	89	17	52	24	8	348	5727	10	48	31	12	343
No	54	27	50	21	39	5	9	1	2	358	83	47	41	10	2	357	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	100	36	36	45	45	14	14	5	5	354	172	31	47	17	5	352	13501	17	52	23	7	348
Gender																						
Female	45	13	29	20	44	8	18	4	9	351	85	28	42	21	8	350	6568	16	52	24	8	348
Male	55	23	42	25	45	6	11	1	2	356	87	34	51	13	2	355	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	9	45	6	30	5	25	336	39	0	44	38	18	337	2300	4	43	39	14	340
No	80	36	45	36	45	8	10	0	0	358	133	41	47	11	2	357	11207	20	54	20	6	350
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	378	8	100	0	0	0	377	155	73	26	1	0	368
No	95	31	33	45	47	14	15	5	5	353	164	28	49	18	5	351	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Westbrook School Department
 School: Congin School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	50	2	50	0	0	339	4	0	33	67	0	337	5	9	38	32	21	340
B. less than one hour	83	34	42	35	43	10	12	2	2	357	86	35	48	14	4	354	80	19	54	22	5	349
C. one to two hours	9	1	11	5	56	1	11	2	22	344	8	29	43	14	14	348	13	16	51	24	9	347
D. more than two hours	4	0	0	2	50	1	25	1	25	336	2	0	50	25	25	336	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	20	53	15	39	2	5	1	3	360	33	46	41	11	2	359	40	25	51	17	7	351
B. good	43	12	29	19	46	9	22	1	2	351	53	28	45	22	5	350	45	14	56	24	6	348
C. fair	15	3	21	8	57	2	14	1	7	353	11	17	67	11	6	353	12	7	49	34	10	343
D. poor	3	0	0	1	33	1	33	1	33	333	3	0	60	20	20	342	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	14	44	12	38	6	19	0	0	355	40	41	44	14	2	356	38	23	52	19	5	351
B. They match some of what I have learned.	47	14	33	24	56	4	9	1	2	357	41	27	52	17	5	353	45	16	56	22	6	348
C. They match just a little of what I have learned.	16	4	27	4	27	4	27	3	20	345	17	22	41	26	11	347	12	10	45	33	12	343
D. There is no match.	2	1	50	1	50	0	0	0	0	356	2	25	50	25	0	349	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	3	23	5	38	5	38	0	0	348	15	13	46	33	8	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	63	21	37	28	49	8	14	0	0	356	66	36	48	15	1	355	59	19	55	21	5	350
C. easier than my regular schoolwork	23	9	43	8	38	1	5	3	14	354	19	37	40	13	10	353	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	2	33	2	33	1	17	1	17	347	9	21	50	14	14	346	15	8	41	35	15	341
B. 30–45 minutes	20	4	22	7	39	5	28	2	11	346	27	21	43	31	5	348	29	16	54	23	6	348
C. 45–60 minutes	22	9	45	10	50	1	5	0	0	360	18	39	46	11	4	357	32	21	55	19	5	350
D. more than 60 minutes	52	18	38	22	47	6	13	1	2	356	47	38	49	11	3	356	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	3	60	0	0	2	40	337	5	0	50	25	25	339	6	6	33	39	23	337
B. two or three days a week	7	1	14	3	43	3	43	0	0	345	14	17	48	30	4	348	12	15	55	22	8	348
C. two or three times each month	48	18	39	19	41	8	17	1	2	355	39	39	42	17	2	356	26	20	56	19	5	350
D. never or almost never	40	15	39	19	50	2	5	2	5	356	42	33	51	10	6	353	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	46	14	31	18	40	9	20	4	9	350	55	29	44	20	7	351	37	14	51	27	9	346
B. two or three days a week	25	10	42	11	46	3	13	0	0	358	22	42	42	17	0	357	27	20	55	19	6	350
C. two or three times each month	19	9	50	6	33	2	11	1	6	358	13	48	38	10	5	358	19	22	53	19	6	350
D. never or almost never	10	2	20	8	80	0	0	0	0	353	10	13	69	13	6	348	18	15	51	26	8	347
Optional school/SAU question																						
A.	25	0	0	0	0	0	0	1	100	324	40	50	0	0	50	343						
B.	25	1	100	0	0	0	0	0	0	374	20	100	0	0	0	374						
C.	50	0	0	2	100	0	0	0	0	345	40	0	100	0	0	345						
D.	0										0											